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ABSTRACT

The outline of a workshop for teachers on the mainstreaming of handicapped juvenile delinquents is presented. Fourteen true/false statements are listed as the basis for a discussion on effective methods of combating juvenile delinquency. A section on icebreaking techniques presents 23 icebreakers, such as showing a film. The matching questions section is designed to help teachers organize factual information on ways to help handicapped students. Answers to the true/false and the matching questions are provided. An examination of treatment is presented in which the focus is on the successful outcome of the treatment rather than the methodology used. Nineteen references are included. (PHR)

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MAINSTREAMING HANDICAPPED STUDENTS WHO ARE ALSO JUVENILE DELINQUENTS

(A Condensed Workshop)

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SUMMARY

This document contains everything necessary to reproduce the bare essentials of a workshop on how to mainstream handicapped students who are also juvenile delinquents. Stress has been laid at looking at expert opinions. These expert opinions are translated into practical applications. These practical applications are to be judged by the result on the individual who is both handicapped and also a juvenile delinquent.

Some of the research contradicts popular opinions. In some cases, to bring out this contrast, popular opinion has been phrased in the form of a true/false statement which is proven false by research. This innovative presentation tends to remove boredom from the workshop. In addition, it tends to stimulate discussion because certain individuals do hold to theories and opinions that are directly contradicted by current research.

It is hoped that this brief presentation can encourage individual teachers to consult the research as well as their own personal experience before coming up with highly conceptualized framework that may or may not be in accord with the most valid available research findings.

INTRODUCTION AND MESSAGE

PURPOSE

This section is intended to introduce the document and summarize its message. Basically, this document is the essence of an in-service workshop designed for teachers of the handicapped when the handicapped population includes juvenile delinquents. The message of this document is that many workshops can be summarized on a piece of paper, provided that the workshop planners focus on one clearly important and obviously obtainable objective per workshop.

PRACTICAL APPLICATION

The application of this workshop is simple: shorten all workshop time down to the bare essentials, try to capture the bare essentials on one piece of paper, and get this information into the hands of teachers of the handicapped.

INTRODUCTION

The following pages try to apply principles to the education of a specific handicapped group. In this instance, the group consists of juvenile delinquents.

These pages have attempted to apply research principles to the education of this group. Each research was summarized in a short sentence. For variety, current sterotypes and erroneous conceptions were mixed in with the accurate summaries. This conveniently led to the formation of true/false questions and matching questions that could serve as the backbone of the workshop.

MESSAGE

The workshop takes six hours in its original format. Many of the individuals who could not attend the entire six hours requested summaries of the true/false and matching questions that composed the background of the workshop. Other individuals requested a list of follow-up resources.

Gathering these questions and references together led to one conclusion: some long five or six hour workshops can be replaced by pieces of paper that accurately sum up the major implications of the workshop. This summing up process encourages dissemination of successful techniques to a wider audience at a very low cost.

CONTRIBUTIONS TOWARD CORRECTING JUVENILE DELINQUENCY

PURPOSE

This section is intended to stimulate discussion. Discussion is defined as the free exchange of ideas between teachers. This is in contradistinction to the situation where each teacher exchanges ideas only with the workshop director.

PRACTICAL APPLICATION

The application of this section is straightforward: teachers must be encouraged to develop interactive discussion habits.

V-TECS

CONTRIBUTIONS TOWARD CORRECTING JUVENILE DELINQUENCY

The following page contains 14 true/false statements. Each statement is intended to underline a principle of effective current methodology used in combating juvenile delinquency.

The true/false format has been chosen for several reasons. Teachers must learn to recognize the false statements that seem to have logical consistency and the appearance of truth. Teachers must learn how to summarize current research in short, simple sentances.

The answer key provides a cross reference to the books mentioned in the bibliography. For simplification, only page numbers have been provided for statements that can be backed up by the standard text, that is, Ross, PSYCHOLOGICAL DISORDERS OF CHILDREN, the 1974 edition.

These true/false statements should be used for discussion purposes rather than as the basis for a memorization examination.

- Juvenile Delinquency

DIRECTIONS: Answer the following questions.

TRUE - FALSE

1. The norm-violating behavior society labels "delinquent" is described by Ross as a function of excessive behavioral controls.

2. Norm-violating behavior has relatively little relationship to socio-economic class when anonymous self-reports are used instead of court records.

3. Juvenile delinquency is learned behavior.

4. Delay of gratification means making a small sacrifice now for a greater reward later on.

5. Those youths, who can delay gratification both on written essay questions and on behavioral choices between a small sacrifice now and a large reward later, are usually judged to be more reliable and better adjusted by adults.

6. Good example from a respected model seems to have very little influence on previously impulsive youths.

7. Self-control can be acquired by exposure to an adult authority figure who is strict on children but gives a lax example and is inconsistent.

8. Kohlberg teaches norm-abiding development through "moral judgment."

9. Kohlberg documents the relationship between "verbal statements" and "actual behavior" with data based upon observing norm-abiding moral acts.

10. Aronfreed and Reber found that the "timing" of punishment was less effective than its "certainty."

11. Hoffman condemns any use of punishment, external authority, and internal guilt.

12. Hoffman approves the use of empathy, that is, considering the effects of one's behavior upon others.

13. The socially delinquent conform to the rules and standards of the wrong group.

14. Rehabilitation based upon learning important social and job skills has been found to be more effective than personal counseling and psychotherapy.

See page 13 for the answers to these questions suggested by Ross in his book, Psychological Disorders of Children.

ICEBREAKERS

PURPOSE

This section is intended to help the workshop director. A number of very simple icebreaking techniques are suggested.

PRACTICAL APPLICATION

The application of this section is methodological: the workshop director should choose one or two icebreakers from the 23 briefly indicated. The icebreaking technique should be appropriate to the group and to the topic.

In order to get a discussion on a practical level, the ice must be broken. In other words, professional individuals must start to communicate one with the other.

Each of the following 23 listed icebreakers has been used to discuss the preceding true/false and matching questions.

For example, in the first icebreaker, all those who work for an agency raise their hand. All those who work for a government institution raise their hand. All those who work for a private school raise their hand. All those who work for a public school raise their hand.

This simple question and answer approach allowed the group to find their own common cause. After the moderator had asked all the questions, the group members themselves were permitted to ask questions that would enable each individual to find someone else in the group with common interests.

Similarly, for example, the second icebreaker tried to break the group up into sections by age. Some groups had a breakeven point of 35 or 40 or 45 years. Such effort to find common groups removed many stereotypes. Thus, it was quickly found that not all individuals above 45 years of age felt the same about most issues.

ICE-BREAKERS

1. Ask questions. Raise hands to get common cores. Let group ask questions for all to answer.

2. Those under 45 write "-45" on a piece of paper. The group comes up with stereotypes for this age group.

3. The team members alternate ice-breakers every 10 minutes.

4. Pass out a true-false test to be answered as a group in small groups. The questions may be factual or opinion.

5. When everyone has a copy of the test to be corrected, don't project it on a screen; use a blackboard for emphasis.

6. After the coffeebreak, change tables. Do this systematically. F(4)8 means three table changes.

7. Change the -45 to +45. Those who gave signs away now describe the +45. Both sides experience what it's like to be stereotyped.

8. Read the memorandum and respond. Tally the responses. Then some move to a different table to explain the tally and reasons. Some of the memoes reverse the gender of the director.

9. People can discuss how they felt while wearing the -45 or +45 signs.

10. Show a film just before the lunch break. Time it well.

11. Leave for lunch 15 minutes early. Ask group to get back 15 minutes early. Motivate with early finish.

12. Sort out cards that express overt and covert values.

13. Form: Blank + 6 columns: List 20 things I like to do. Classify as P(people) or A(alone) or B(both).

14. Name tag upside down. It's not upside down to me.

15. In 13, add M(mother) or F(father).

16. T=Teenager

17. OS=Opposite Sex

18. R=Roles

19. $=$3.00 or more

20. Last did

21. Talk after a variety of activities, but not too long.

22. Give a few facts that are knit together...

23. Have a famous guest give a directed talk.

MATCHING QUESTIONS

PURPOSE

This section is intended to help teachers sort out and organize a wide variety of factual information concerning the best ways to help the handicapped.

PRACTICAL APPLICATION

The application of this section is organizational: teachers are not expected to gain new factual information, but they are expected to organize existing data in the framework of practical techniques.

II.

MATCHING QUESTIONS

The following page contains ten matching questions. It also contains two lists of possible answers. One list goes from A to Q. The other list goes from A to L.

Questions 1 to 4 refer to the first list from A through Q. Questions 5 through 10 refer to the second list from A through L.

The answer key provides the same references to the standard text by Ross.

The rationale behind this type of exam is simple: teachers must recognize prominent names. Teachers must recognize that certain therapeutic approaches have elements in common and elements that are in apparent direct contradiction. This simplification analysis enables teachers to recognize prominent concepts and techniques. In order to develop professional literacy, such a matching examination enables teachers to associate prominent techniques with prominent names. The fact that Kohlberg is matched with moral thinking and development in no way implies that other individuals are excluded. However, from the list of experts given, it is obvious that Kohlberg is the one that matches up with this technique.

MATCHING

12.

DIRECTIONS: Categorize the following items with all the correct matches. Some items are not matchable.

___ 1. Juvenile delinquent (technically)

___ 2. Norm-violator (behaviorally)
- A. Reported in anonymous self-reports.
- B. Actual offenders
- C. Those so judged in court
- D. A widely heterogeneous group.
- E. Anyone booked but not indicated.
- F. Anyone who gets away with a crime.

___ 3. Learned behavior

___ 4. Deficient behavior controls
- G. Juvenile norm violations
- H. Adult crimes such as forgery, or safecracking.
- I. Stealing a car with the keys in the dashboard.
- J. Will power
- K. Telling the difference between good and evil.
- L. Impulsive choices or hasty decisions.
- M. Delayed gratification
- N. Taking a small pleasure now instead of a large reward later.
- O. Self-imposed standards
- P. Imitating consistent high standard models.
- Q. Following one's impulses inappropriately.

___ 5. Kohlberg

___ 6. Aronfreed and Reber

___ 7. Hoffman

___ 8. Glueck and Glueck

___ 9. Miller

___ 10. Schlichter and Ratliff

___ 11. Schwitzgebel
- A. Each individual reacts differently to punishment.
- B. Think over the effects of one's actions on others.
- C. Punishment, authority, and guilt can be useful.
- D. Moral thinking, judgments, and development go togehter.
- E. Measured moral behavior by observation.
- F. Identified family factors that help predict delinquency.
- G. Stressed the importance of timing in punishment.
- H. Confirmed the work of Schwitzgebel on the fact that delinquents can get hardened to punishment.
- I. Trouble, toughness, smartness, excitement, fate, and autonomy.
- J. Stressed importance of belonging and status.
- K. Reminded researchers that no one factor such as "broken home, poverty, or erratic discipline" was enough to cause all delinquency.
- L. Stressed the value of job skills in rehabilitation.

See page 13 for the answers to these questions suggested by Ross in his book Psychological Disorders of Children.

ANSWERS

PURPOSE

This section is intended to provide specific answers to specific questions. Mainly, the true/false and the matching questions are answered according to the experts. For each answer, a reference is given to a specific page in the expert Ross.

PRACTICAL APPLICATION

The application of the answer key is informational: the answer key shows the opinion of Ross. In no way is it intended to brainwash the teachers into accepting the one opinion from only one expert.

ANSWERS

These answers are presented factually. For example, each statement is interpreted as either true or false.

As an exercise, it is worthwhile for individual teachers to give an explanation that clearly identifies why a specific statement has been judged true or false.

In the same fashion, the matching questions can be analyzed.

It must be noted that the answer page is based upon the research cited previously. Ross is a good analysis of the research through 1974. However, individual readings made by the student should be incorporated into the answer page.

ANSWERS

No. 7 - Juvenile Delinquency

	T-F	
1.	F	(135-6, 156)
2.	T	(136)
3.	F	(136-7, 156)
4.	T	(137-8, 156)
5.	T	(137-8)
6.	F	(138)
7.	F	(139)
8.	T	(140-1)
9.	F	(141)
10.	F	(141, 151-3)
11.	F	(142-3)
12.	T	(143, 156-7)
13.	T	(143-51)
14.	T	(153-7)

Matching

1.	C, D	(135-6, 156)
2.	A, B, D, E, F	(135-6, 156)
3.	H, J, K, M, O, P	(136-40, 156)
4.	G, I, L, N, Q	(136-40, 156)
5.	D	(140-1)
6.	E, G	(141)
7.	B, C	(142-3)
8.	F, K	(144-6)
9.	I, J	(147-51)
10.	A, H	(154-6)
11.	L	(154, 157)

A NEW LOOK AT TREATMENT

PURPOSE

This section is intended to force the workshop participants into a new combination of previously unexamined treatment skills. This approach stresses results rather than exhausting work hours.

PRACTICAL APPLICATION

The application of this workshop is results: the provider of services to the handicapped must look at the results of the services provided.

A NEW LOOK AT TREATMENT

The following page provides a new way to examine conventional treatment methods.

Instead of explaining the theoretical basis behind the treatment, stress is placed upon the high rate of success in the treatment of delinquent and emotionally disturbed adolescents. The emphasis is on the result of the treatment rather than on the philosophical basis of the treatment.

After teachers have been exposed to a wide variety of factual research data, this new look at treatment provides fresh insight. Results are more important than unanswered questions. This approach also shows the linkage between methods that work with juvenile delinquents and with emotionally disturbed children.

High rates of success in the treatment of delinquent and emotionally disturbed adolescents with non-conventional therapy force us to re-examine traditional theory and practice. The following data has been provided by Dr. Pierre Gauthier from the University of Montreal's School of Psycho-Education. Another source of data is Dr. Jeannine Guindon who is the Director of the Psycho-Educator Center of Quebec.

The model is simple. Each child is examined in terms of the present developmental level obvious in behavior. The child is given tasks geared to that level. These tasks are intended to help the child develop a self image of competency at the current level of functioning. When necessary for reenforcement, easier tasks are introduced to give the child a feeling of, "I've been able to do that for a long time." After self-confidence is documented, the child is advanced to a higher level.

Almost any sequential list of developed mental tasks can be used. The steps are usually based upon Piaget and Erickson. Both of these individuals are recognized experts.

Obviously, this model stresses development from the child's strength rather than from problems. In short, the problems are ignored. Basically, any kind of strength, no matter how trivial or temporary, is emphasized and strengthened.

To implement this system, around the clock staff must be available. This approach solidifies the staff and gives the children a consistent, structured atmosphere wherein they can succeed.

A New Look At Treatment

The overall aim of this model is to build strength into the child. Very little stress is given to the family as a cure for the child's problems. This model has been highly documented for children between the ages of 14 and 17. Younger children have been exposed to the model, but documentary data are unav

The interlinkage between this research is simple. The same techniques have been found to work with juvenile delinquents and emotionally disturbed.

REFERENCES

PURPOSE

This section is intended to provide a wealth of experts from which teachers can gather differing opinions. It can be noted that practically no two of the experts agree on exactly what is the best way to solve a specific problem. However, it should also be noted that most of these experts have been nationally recognized for their success rate and effectiveness.

PRACTICAL APPLICATION

The application of the references are brainstorming in nature: teachers must recognize that experts do differ. However, each expert does have a logical and non-contradictory frame of reference. Each expert has based individually expert theories on personal experience. The teachers should do likewise.

REFERENCES

For this purpose of incorporating recent readings, the following bibliography is provided. The bibliography is ostensibly based upon autistic children. This inclusion is not meant to imply that autistic children become juvenile delinquents. Rather, the stress is on method. In other words, methods that can succeed in implanting communication behavior in autistic children can be transferred into methods that will succeed in implanting law abiding behavior in juvenile delinquents.

The point is made by the inclusion of this bibliography that each of the true/false statements and each of the matching statements can be updated by more recent research.

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